

**UNIVERSITY OF GONDAR**  
**COLLEGE OF MEDICINE AND HEALTH SCIENCES**  
**INSTITUTE OF PUBLIC HEALTH**



**PREVALENCE OF SEXUAL HARASSMENT AND ASSOCIATED FACTORS AMONG  
GRADE 9-12 FEMALE STUDENTS AT SCHOOLS IN AMBO TOWN, OROMIA  
NATIONAL REGIONAL STATE, ETHIOPIA**

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HEALTH.**

**June, 2012**

**Gondar, Ethiopia**

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## Acronyms

<b>AAUW</b>	America Association of University Women
<b>AIDS</b>	Acquired Immuno Deficiency Syndrome
<b>BSc</b>	Bachelor of Science
<b>E.C</b>	Ethiopian Calendar
<b>EU</b>	European Union
<b>FGD</b>	Focus Group Discussion
<b>GBV</b>	Gender Based Violence
<b>HIV</b>	Human Immuno Deficiency Virus
<b>HO</b>	Health Officer
<b>MCH</b>	Maternal and Child Health
<b>MPH</b>	Master of Public Health
<b>NGO</b>	Non Government Organization
<b>ONRS</b>	Oromia National Regional State
<b>OR</b>	Odds Ratio
<b>SPSS</b>	Statistically Package for Social Science
<b>WHO</b>	World Health Organization

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## **Abstract**

**Introduction:** Sexual harassment is the most pervasive but the least recognized human right abuse in the world particularly in schools. It is recognized in schools as detrimental to female students' psychosomatic health and leads to poor academic performance and drop out from schools.

**Objectives:** To assess the prevalence and associated factors of sexual harassment among grade 9-12 female students at schools in Ambo Town, West Shoa Zone, Oromia National Regional State, (ONRS), Ethiopia, 2012.

**Methods:** Institutional based quantitative cross-sectional study design supplemented with qualitative research method was conducted from April 10-25, 2012. The study included 414 female students who were selected using stratified sampling technique with simple random sampling. Data were collected using structured and pretested questionnaires and entered into EPI Info then exported to SPSS for analysis. Bivariate and multivariate logistic analyses were done to identify factors associated with sexual harassment in school. Finally, quantitative results were presented with appropriate tables and graphs as well as odd ratio (OR) and 95% confidence interval (95%CI). Qualitative data were collected through Focus Group Discussion (FGD) guided by FGD guideline questions and analyzed using thematic analysis method.

**Results:** The prevalence of sexual harassment among female students in school through their school life and past twelve months were 147(35.5%) and 138(33.3%), respectively. Living in urban area, being unmarried, having peer relationship problem in school, having parents not living together and had ever chewed khat were found to be significantly associated with last twelve months sexual harassment in school. Members of each group discussion also affirmed that there is all forms of sexual harassment in their school and they mention some reason for the occurrence incidents such as gender superiority, to funny themselves, being academically outstanding, being too muscular, being cosmetic female and immodest dressing.

**Conclusion:** The prevalence of sexual harassment among grade 9-12 female students in the schools is high. Furthermore, having parents not living together, being unmarried, living in urban area, had ever chewed khat and poor relationship with school peer were significantly associated with sexual harassment. Therefore, ongoing awareness creation, preventive measure, participatory intervention and law enact are essential to reduce it.

## **1. Introduction**

### **1.1. Statement of the problem**

Although women are chief supports of a society and vanguard of the family welfare, they have marginal status, received the least benefits from the societal resources and violated just because of their gender and this also true that women are more likely to be sexually harassed, although both women and men may experience sexual harassment[1, 2].

Sexual harassment is typically defined as a form of unwanted or unwelcome sexual attention and is considered as form of gender-based violence. If it is among youth encompasses acts that are sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an education program or activity, or to create a hostile or abusive educational environment. Such harassment can take physical forms (such as a pulling at clothing or rubbing up against another person) as well as verbal forms (such as sexual comments, rumour spreading, or sexual jokes aimed at an individual) [3].

It is perhaps the most pervasive but the least recognized human right abuse in the world. As well as being violation of human rights, violence against women is regarded as an emerging health problem of the late twentieth century not because it is new, but because its prevalence and role in aetiology of ill health has only recently been widely recognized (4–6).

According to American Association of University Women (AAUW) research conducted two studies of sexual harassment in U.S. schools the vast majority (81%) of students experienced some form of sexual harassment during their school years. Fifty-nine percent were harassed occasionally, and 27% were targeted often [7,8].

Another survey in Toronto in a province-wide survey conducted by the Ontario Secondary School Teacher Federation showed that over 80% of female students reported they had been sexually harassed in a school setting[9].

Study conducted in Canadian schools showed that 15% of students were subjected to various forms of unwanted and personally upsetting sexual harassment only in the past two years [10].

Harassment and discrimination to female in school are often unnoticed types of violence that frequently makes it difficult for affected individuals and groups to realize their full capacity. Thus, harassment and discrimination may lead to substantial losses in human potential for the community and the workforce [11].

Many studies indicated that sexual harassment has negative psychological and educational consequences and other negative health-related effects and also recognized as a public health problem detrimental/harm to girls' psychosomatic health [8, 11–13].

Students who experienced harassment reported loss of interest in school activities, feeling more isolated from friends and family, and a loss of friendships. In terms of school performance difficulties, students who were the victims of harassment had more absenteeism, decreased quality of schoolwork, skipping or dropping classes and poor grades [14].

According to AAUW school survey nearly 9 in 10 students (85 percent) report that students harass other students at their schools. Almost 40 percent of students report that teachers and other school employees sexually harass students in their schools [7,8].

## **1.2. Literature review**

Sexual Harassment includes three main categories. The categories, which focus on both personal and environmental sexual harassment, are verbal requests, verbal comments, and nonverbal displays. Verbal requests are attempts to initiate and secure sexual cooperation. Verbal comments encompass personal remarks (directed at a particular person), subjective objectification (rumors and/or comments made about a person), and sexual categorical remarks about the genders "in general." Nonverbal displays comprise sexual assault, sexual touching (brief sexual or contextually sexualized), sexual posturing (gestures, violations of personal space, or attempts at personal contact), displaying sexual/pornographic materials (such as sexually demeaning objects), and profanation of someone's sexuality [2].

Sexual harassment can be either "**quid pro quo**" harassment (in a Latin "this for that" which involve a threat or promise of benefit in exchange for a sexual favor .e.g.

teacher-to-student harassment), or “**hostile environment**” harassment which occurs when unwanted sexual touching, comments, and/or gestures are so bad or occur so often that it interferes with your schoolwork, makes you feel uncomfortable or unsafe at school, or prevents you from participating in or benefiting from a school program or activity [17].

Qualitative studies show that – although largely not acknowledged– a hostile environment in school has a significant impact on girls’ confidence and level of achievement [(16)].

### **Prevalence of sexual harassment in school female**

Sexual harassment was identified by 49% of the female students in Sweden as a problem present in their schools 2005. The most common types were verbal behaviours, such as: sexualized conversations, attractiveness rating, and demeaning comments about gender, name-calling, and sexual personal comments. The most common non-verbal displays were: sexualized contact seeking and sexual looks [13].

Harassment of girls by boys is likelihood a global problem. In Canada, for example, 23% of girls had experienced sexual harassment while attending school.[(17)] In the United States a nation-wide survey on 1632 schoolgirls across the country showed that 85 % of them had experienced sexual harassment. According to AAUW survey report the majority of students report school hallways, classrooms, gym areas, parking lots, school buses, and cafeterias as the major locations of sexual harassment [7].

The most common forms of school sexual harassment span the nonphysical and physical: Making sexual comments, jokes, gestures, or looks (66 percent), Touching, grabbing, or pinching in a sexual way (49 percent), and intentionally brushing up against them in a sexual way (47 percent). Most harassment, nonphysical and physical, occurs in halls or classrooms for both boys and girls.

Students most often report harassment in the following areas: The hall (71% for physical; 64% for nonphysical), and A classroom (61 percent for physical; 56 percent for nonphysical) [8].

According to study from Kenya school showed that 60 % of girls had experienced forced sexual harassment as compared with 55% of boys [(18)].

The studies conducted in Addis Ababa and Dabat among high school female students showed that the prevalence of sexual harassment among students was 74% and 44%, respectively [(19,20)].

According to research done in Jimma zone on sexual violence against schoolgirls 28.2 % non-consensual kissing, 31.1% non-consensual touching, and 49.8 % of the subjects experienced offensive sexual languages and comments. Due to the severity of violence against school girls in the zone 26.7% of the victim girls were forced to drop out of school [(21)].

### **Perpetrator of sexual harassment**

According to a study of secondary schools in the Netherlands, 27% of students reported being sexually harassed by school personnel and also the study found that sexual harassment by school personnel is more disturbing and causes more psychosomatic health problems than peer harassment [(22)].

According to AAUW survey nearly 9 in 10 students (85 percent) report that students sexually harass other students at their schools and 38% of respondents reported having been harassed by teacher-to-student sexual harassment [8].

In the Swedish study, 14% reported demeaning sexual comments or jokes, 12% inappropriate touching, and 2% sexual propositions or demands from teachers or school staff [23].

Research findings from South Africa school revealed that sexual violence is perpetrated largely by older male pupils and male teachers against female students, and has a particular geographical dimension [24].

According to research from Democratic Republic of the Congo, Ghana, Nigeria, Somalia, South Africa, Sudan, Zambia and Zimbabwe on sexual harassment and violence against female students in school and university showed that school teachers attempting to gain sex, in return for good grades or for not failing pupils.[25] From survey in Ondo state in western Nigeria, 27% of school girls stated that their teachers pressured them for sex and 79% stated that they were sexually harassed by male classmates [26].

According to study conducted in Jimma zone on violence against school girl the major harasser and other unwelcome sexual advances and hostile environments against the school girls were 50.7% of street wanderers, followed by 31.29% of school boys and 17.4% of teachers (21)].

### **Contributing factors**

There are no single factors that cause sexual harassment to women and girls. Rather, several complex and interconnected factors- all of them being manifestations of unequal power relations between men and women [6, 27]. The identified determinants of harassment include individual characteristics, social, cultural and other attribute of institutional environment [28].

According to WHO 2002, young women are more likely to report sexual harassment compared to adult women as 66% of all young women victim of sexual assaults are 15 years old or less [29].

According to survey conducted on 7500 female students in Finland 7% of them experienced sexual abuse was 15-16 years [30].

From School based study conducted in Kenya 14% of young girls, at aged 15-24 years, reported that they experienced sexual harassment [31].

Studies of sexual harassment in EU countries by European commission has identified lower level of education as one characteristics identified for victim and it also shown that those who are sexually harassed at work and school tend to be: female, young, single or divorced, with low levels of education [32].

The AAUW survey used a sample of 8 to 11 grade students (approximate age 14-18), and many overt harassing behaviors were found to be more prevalent in the lower grades [8].

Study finding from Prevalence and correlates of gender-based violence among female university students in Northern Nigeria shown that Muslim students were less likely to experience gender based Violence (GBV) compared to students belonging to other religious faiths (55.6% vs. 76.7%) respectively. Single students had more than 50% increased risk of GBV compared to their ever married counterparts

In the same study emotional and verbal violence was found to be the most prevalent (50.8%) of all forms of GBV in this study population. From the same study about half

50.2% of respondents attributed GBV to immodest dressing; more than a third 38.5% attributed it to exchanges for academic and financial favors. Other respondents 4.4% said it was due to alcohol and substance abuse. The rest 6.9% attributed GBV to being tardy to class and late submission of assignments [33].

Increased vulnerability to sexual violence also stems from the use of alcohol and other drugs. Consuming alcohol or drugs makes it more difficult for women to protect themselves by interpreting and effectively acting on warning signs. Drinking alcohol may also place women in settings where their chances of encountering a potential offender are greater [34].

The consumption of alcohol and/or drug increase Vulnerability to sexual violence and provoking aggressive and violent male towards women or girls [35].

Studies indicate that girls who live away from both of their parents have been found to be at an increased risk of sexual victimization because the females lack close supervision from parent and they are unfamiliar with the physical environment and be alone [36].

According to AAUW survey students from lower-income families were more likely to report being touched in an unwelcome way than were their peers from higher income households [37].

In some Sahara Africa countries, it has been observed that young school girls, who came from lower income families, are tempted into sexual liaisons by gifts and other promises from school boys, teachers, “sugar daddies” and other. Poverty pushes not only girls for sexual exploitation; it also paves a bad way for men (the harassers) to engage in this unhealthy behavior [38].

In Uganda study conducted on primary school female students shown that 22 % of the study subjects reported that they had been given gifts and reward for sexual intercourse [39].

Though the form of sexual harassment varies from place to place, a cross- culture review of harassment concluded that it is a common problem in all cultures [40].



From study in Jimma zone on school girls FGD showed that sexual harassment seem almost part of common culture to their community. As they are not considered as illegal acts, different forms of harassment such as sexual comments, non-consensual touching or kissing... etc are taken as common mechanisms of approaching girls and they are part of their lives, always happen in the walk of their lives. And about 63.9% of the subjects agreed that females who appear with cosmetics and short dresses could be exposed to sexual harassment [21].

### **1.3. Justification**

Sexual harassment is a problem that occurs in schools throughout the nation, either they be urban or rural, rich or poor, public or private, secondary or elementary. It is a pervasive and often unacknowledged form of discrimination and violence that results in difficulties in realizing the full potential of affected individuals and groups. Thus, harassment leads to substantial losses in human potential for the community and the work force. Sexual harassment has been also recognized as a public-health problem detrimental to girls' psychosomatic health [12,41,42].

Although sexual harassment have offensive impact it ignored , it denied, and not held account for its impact on students and their opportunity to receive an education in a safe environment, free of hostility. In fact, it has not addressed as a problem in schools until recently [32].

It is clearly interferes with female students' academic performance and achievement motivation. One of the biggest dangers of harassment is it really create the kind of environment where students feel unsafe, and thus, they mostly miss schools. It also increase the risk of poor health causing unnecessary suffering and health problems such as, injuries, unwanted pregnancy, HIV/AIDS, and other sexually transmitted diseases and chronic pain[42].

Sexual harassment and the fear of it, severely limits female students contribution to social and economic development, thereby hindering achievement of the Millennium Development Goals and other national development goals.

Most previous research on sexual harassment has focused on the workplace and university setting and few research done on prevalence of sexual harassment occurring in secondary schools but have not fully explored risk factors of this phenomenon.

Information on the occurrence of sexual harassment in schools and variables that can predict sexual harassment victimization is limited in Africa and Ethiopia particular in the study area.

Therefore, the identification of possible risk factors for sexual harassment in the study area will have greater input to prevent sexual harassment at school and to ensure a non-discriminatory, safe environment in which students can learn as well as essential for decision maker to design preventive strategies.

## **2. Objectives**

### **2.1. General objective**

- To assess the prevalence and factors associated with sexual harassment at school among grade nine to twelve female students in Ambo Secondary and Preparatory Schools in Ambo Town, West Shoa, Oromia National Regional State, 2012

### **2.2. Specific objectives**

- To determine the prevalence of sexual harassment of female students at school in the Ambo Secondary and Preparatory Schools in Ambo town.
- To identify factors associated with sexual harassment of female students at school in the Ambo Secondary and Preparatory Schools in Ambo town.

### **3. Methods and materials**

#### **3.1. Study design and period**

Institutional based quantitative cross-sectional study design supplemented with qualitative research method was conducted from April 10-25, 2012.

#### **3.2. Study area**

This study was conducted in Ambo town, which is the capital town of West Shewa Administrative Zone of ONRS. Ambo is located 115 km to the West of Addis Ababa on the way to Welega. Based on the 2005 Ethiopian national population and housing census, the population of the town is about 41,133 [43].

According to the information obtained from Ambo Town Education Office 3,159 female and 2,633 male students are attending school from grade nine to twelve in 2011/12.

#### **3.3. Source population and study subjects**

All female students from grade nine to twelve found in Ambo Secondary and Preparatory School were source population, whereas the study subjects were randomly selected female students in each section of grade nine to twelve in the schools.

#### **Inclusion criteria**

Regular female students enrolled for the year 2012 in each grade were included in the study

#### **Exclusion criteria**

Regular female students enrolled for the year 2012 in each grade who dropout from school were excluded from study.

### 3.4. Sample size determination and sampling procedures

#### 3.4.1. Sample size determination

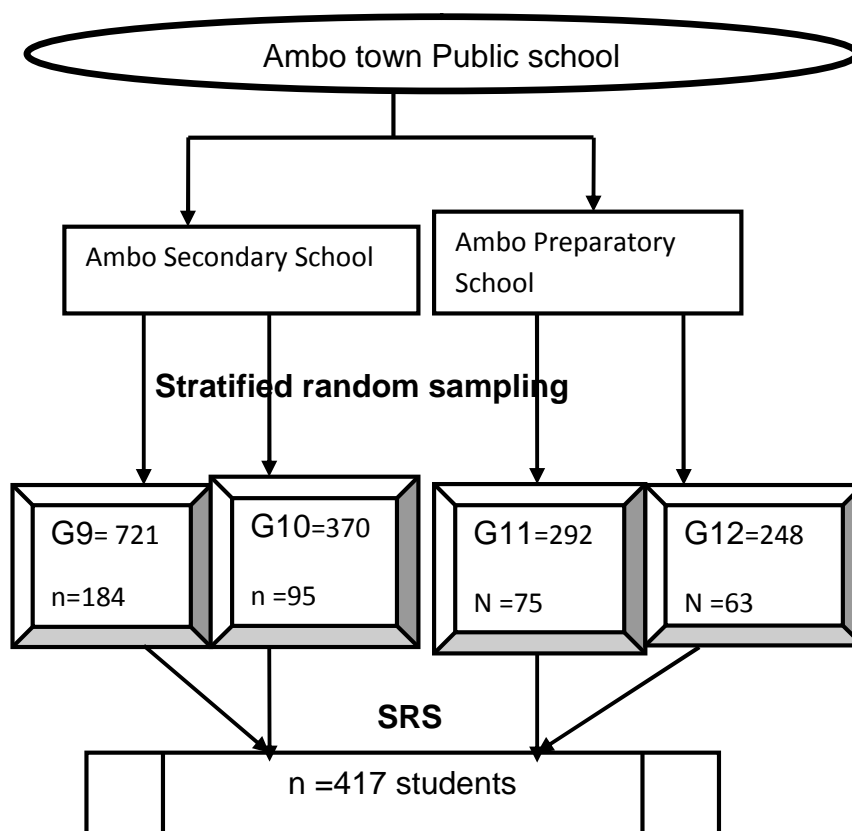
The sample size was determined using the formula for single population proportion and considering that the prevalence of female student sexual harassment 44 % from study conducted in Dabat High school (20)], level of significance 5% ( $\alpha = 0.05$ ),  $Z_{\alpha/2} = 1.96$  and margin of error 5% ( $d = 0.05$ ). Therefore, sample size was determined as follows:

$$n = \frac{(Z_{\alpha/2})^2 \cdot p(1-p)}{d^2} = \frac{1.96^2 \cdot 0.44 \cdot 0.56}{0.05^2}$$
$$n = 379$$

By adding contingency for expected 10% non response rate, the final sample size was **417**.

#### 3.4.2. Sampling procedure

Ambo town has about **1631** regular female students in Ambo Secondary and Preparatory Schools. Ambo Secondary school consist grade nine and grade ten with 721 and 370 female students respectively, whereas Ambo Preparatory School consists of grade eleven with 292 female students and grade twelve with 248 female students. A stratified sampling technique with simple random sampling was employed for the selection of the sampling units. The sampling size for each grade was allocated proportional to the size of the female students in each grade. Then simple random sampling method with computer generated random number was employed to select the actual study subjects from each grade. Sampling frame was prepared using all female students roll number for each grade. Based on their roll numbers study unit was selected for each grade proportionally.



**Key: G. -Grade**

**SRS- simple Random sampling**

**Figure 1: Schematic presentation of sampling procedure of the project**

### 3.5. Variables of the study

#### **Dependent/ outcome variable**

- Sexual harassment on school female students

#### **Independent /explanatory variables**

- Demographic characteristics ( age, marital status, residence, religion ethnicity)
- Parent's socioeconomic characteristic (parent income, parent education level parent's occupational status)
- Current living condition of students(with whom she living)
- Peer relationship
- School environment factors(rule and regulation, immediate reaction)
- Substance use ( use of khat, alcohol, cigarette smoking )

### 3.6. Operational definitions

- **Sexual harassment:** Unwelcome, unwanted and repeated sexual advances, requests for sexual favors, range from unwelcome comments and touching to coercive sexual intercourse which is inappropriate and unacceptable behavior by the recipient, or by the school (21)].
- **Sexual Violence:** it includes all unwanted or non-consensual sexual act, touching or exploitation that are achieved through force, threat or intimidation [(21)].

### 3.7. Data collection tools and procedures

Structured self- administered questionnaire adapted from America Association of University Women Foundation was used with modification to this study setting. The questionnaire developed with English was translated into Afan Oromo language and then back into English by language experts to check its consistency. Three data collectors (third year nursing female students from Ambo University) and two supervisors (BSC Nurse and Health Officer) participated in data collection process. Training was provided for data collectors and supervisors by investigator and questionnaire pre-test was done in Meti Secondary School, and an appropriate

modification was made based on findings. The selected study unit was invited to the hall and the purpose of the study was well explained by the principle investigation. Data collectors (facilitator) were approached and provided questionnaire to the selected respondents after telling them to sit separately to avoid information contamination. Completed questionnaires were put into a box placed at the gate in the hall by the students. The supervisors checked the filled questionnaire individually and together with the principal investigator for consistency, completeness and accuracy of the data on the day of data collection.

Two Focus Group Discussions were conducted among female students with ten members in each group. FGD guide questions were used during discussion. Members of FGD were selected using purposive sampling technique by investigator. Group discussion was conducted by a moderator and a note taker, and discussion were tape recorded after taking informed verbal consent.

### **3.8. Data quality assurance**

The questionnaire was prepared in English and translated to Afan Oromo and back to English to keep the consistency of the questions and increase understanding of respondents.

Training of data collectors and supervisors and pre testing of questionnaire were made to ensure the quality of data. Principal investigator and supervisors made spot-checking and reviewed all the completed questionnaires to ensure completeness and consistency of the information collected and immediate action was made. The facilitators were supervised by two supervisors during filling the questionnaire. Double data entry was done by the principal investigator to keep accuracy of the data. The focus group discussion were tape recorded to complement the note taken and were transcribed immediately to Afan Oromo and then translated to English at the end of discussion. Following each FGD, the moderator and note taker reviewed the data collected.

### **3.9. Data processing and analysis**

Quantitative data were coded, cleaned and entered to EPI- INFO version 3.5 and were exported to SPSS version 16 for analysis. Descriptive statistics like frequency and percentage was made for most variables. Both bivariate and multivariate logistic regression was used to assess the association between sexual harassment and explanatory variables. Only variables reached a p-value less than 0.2 in bivariate



logistic regression analysis were included in the multivariate logistic regression model. Finally, the results were presented with odds ratio (OR) and 95% confidence interval (CI) and a P-value < 0.05 was considered statistically significant in this study. Data obtained from the FGD was transcribed and later it was translated from Afan Oromo to English and thematic analysis method was employed.

### **3.10. Ethical consideration**

Primarily, ethical clearance was obtained from Institutional Review Board of University of Gondar, Institute of Public Health. Permission was obtained from Ambo Town Education Office and respective School Directors. Informed verbal consent was obtained from each study subjects after the data collectors clearly explain the aims of the study to collect information.

Respondents were also informed that they could refuse or discontinue participation at any time they want, the right to answer few or all question was respected and the chance to ask anything about the study. Information was recorded anonymously to maintain confidentiality and privacy of respondent. The data collection procedure has not had any harm to the study participant.

Students were informed that they could get counselling and health support from Ambo Hospital if in case they are victimized. A health professional, who is a counsellor, was invited from the Hospital and he explained the available health services in the hospital and to whom they could contact in case they need support. This was done before students start to respond to the questionnaire.

### **3.11. Dissemination of result**

The findings of the study will be submitted to the Institute of Public Health, Gondar College of Medicine and Health Sciences, University of Gondar as partial fulfilment of the degree of Master of Public Health. Zonal Education Office and Town Education Office will officially be informed about the result of the study and recommended to facilitate implementation of intervention measures. It will also be communicated to each study schools, to Zonal and Town Women and Child Affairs office, to those organizations concerned with the promotion of women empowerment. At end the results will be disseminated through publication.

## **4. Results**

### **4.1. Socio-demographic characteristics of female students**

A total of 414 female students from Ambo Secondary and Preparatory Schools responded, with non-response rate of 0.7%. From these, 184 (44.4%) were grade nine, 95 (22.9%) from grade ten, 74 (17.9%) from grade eleven, and 61 (14.7%) from grade twelve ( table 1).

The age of respondent's ranged from 14-25 years with mean age of 17.17 years (17.17  $\pm$ 1.67). The majority (75.1%) were in age group of 15-19 years. Out of the total participants 329 (79.5%) were current from urban areas (table 1).

Half of the respondents' religion was Orthodox Christian 208 (50%) followed by protestant 193 (46.4%). Majority of the respondents were Oromo in ethnicity followed by Amhara 16 (3.6%). About 378 (91.3%) of the respondents were unmarried whereas 36 (8.7%) were married (table 1).

At the time of the study, 212 (51.2%) of the respondents were living with both parents. About seventy (16.9%) of the respondents reported that they have regular boy friend in the schools currently and seventy seven (18.7%) of the students reported to have peer relationship problem in the schools in the last 12 months (table 1).

**Table1: Socio-demographic characteristics of Ambo Secondary and Preparatory School female Students in Ambo Town, Ethiopia, April, 2012, (n = 414)**

<b>Variables</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>Age</b>		
<15	61	14.7
15-19	311	75.1
>19	42	10.1
<b>Residence</b>		
Urban	329	79.5
Rural	85	20.5
<b>Religion</b>		
Orthodox	208	50
Protestant	193	46.4
Muslim	13	2.7
<b>Ethnicity</b>		
Oromo	391	94.7
Amhara	16	3.6
Tigre	7	1.7
<b>Marital status</b>		
Unmarried	375	90.6
Married	39	9.4
<b>First semester AV grade point</b>		
59%	115	27.8
60-79%	237	57.2
80-100%	62	15
<b>Educational status</b>		
9 <sup>th</sup> grade	184	44.4
10 <sup>th</sup> grade	95	22.9
11 <sup>th</sup> grade	74	17.9
12 <sup>th</sup> grade	61	14.7
<b>Current living arrangement</b>		
With both parents	209	50.5
With relative	84	20.3
Alone	59	14.3
With Mother or Father only	39	9.4
With Husband/partner	23	5.6
<b>Total</b>	<b>414</b>	<b>100%</b>

#### **4.1.1. Parental socio-economic characteristics**

Majority of the participants 291 (70.3%) reported that their parents are living together whereas 123 (29.7%) reported that they are separated. The educational level of respondents' parents, 127 (30.7%) of mothers could not read and write but 97 (23.4%) of fathers were able to read and write.

With regard to their occupational status, 190 (45.9%) of mothers were housewives and 180 (43.5%) of fathers were farmers. For about 158 (38.2%) of the respondents' parents/husbands monthly income was in the range of 200-4000 Birr per month. The mean and standard deviation were  $1202.7 \pm 860.9$  Birr, respectively.

#### **4.1.2. History of respondents' Substances use**

Drinking alcohol, chewing khat and smoking cigarette/tobacco ever in their life were reported by 79 (19.1%), 43 (10.4%) and 8 (1.9%) respondents, respectively. Regarding to the frequency of substances use 28 (35%) and 27 (62.8%) of respondents were using alcohol and khat frequently whereas the rest use infrequently.

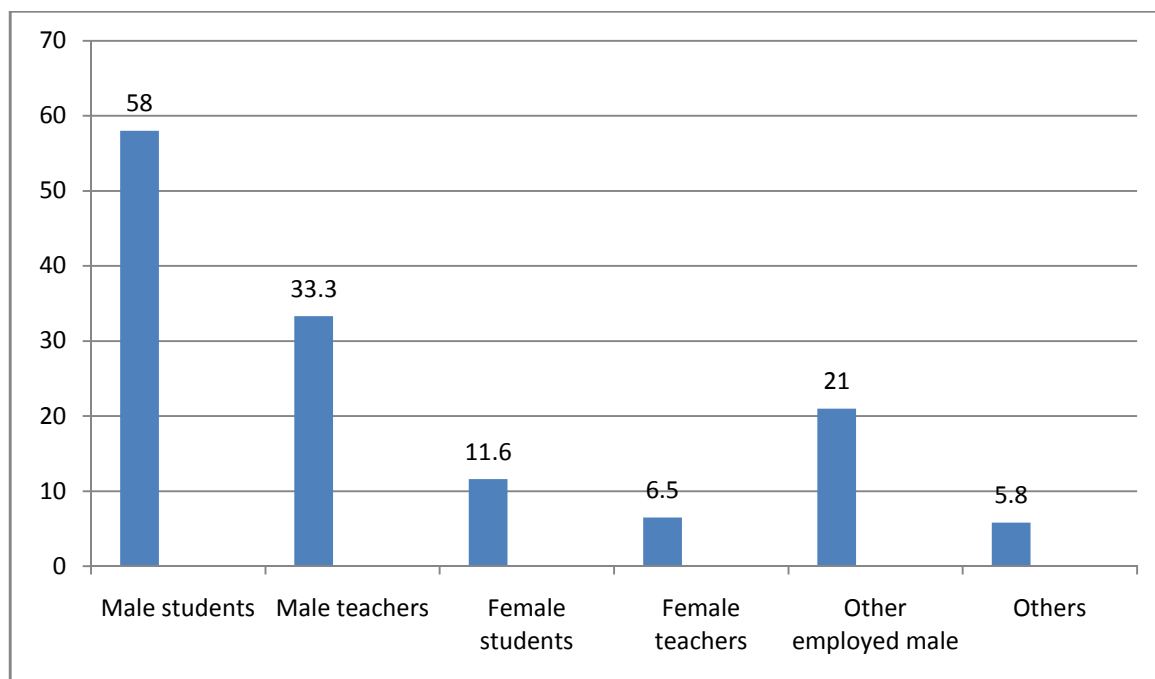
#### **4.2. Prevalence of Sexual Harassment**

Among the total 414 female students responded to the questionnaire, 147 (35.5%) and 138 (33.3%) admitted that they experienced sexual harassment throughout school life and in the last twelve months in the schools, respectively.

Out of 138 (33.3%) who reported sexual harassment in the last twelve months, 66 (47.8%) were verbal and 49 (35.5%) were physical sexual harassments. Among female students who experienced sexual harassment in the last twelve months, 84 (60.9%) feared harassment in the school and 54 (39.1%) never feared being sexual harassed in the school.

#### **Perpetrator of sexual harassment**

The main perpetrators of twelve months sexual harassment in school were male students 80 (58%), followed by male teachers 46 (33.3%), other school employed males 29 (21%), female students 16 (11.6%) and female teachers 9 (6.5%).

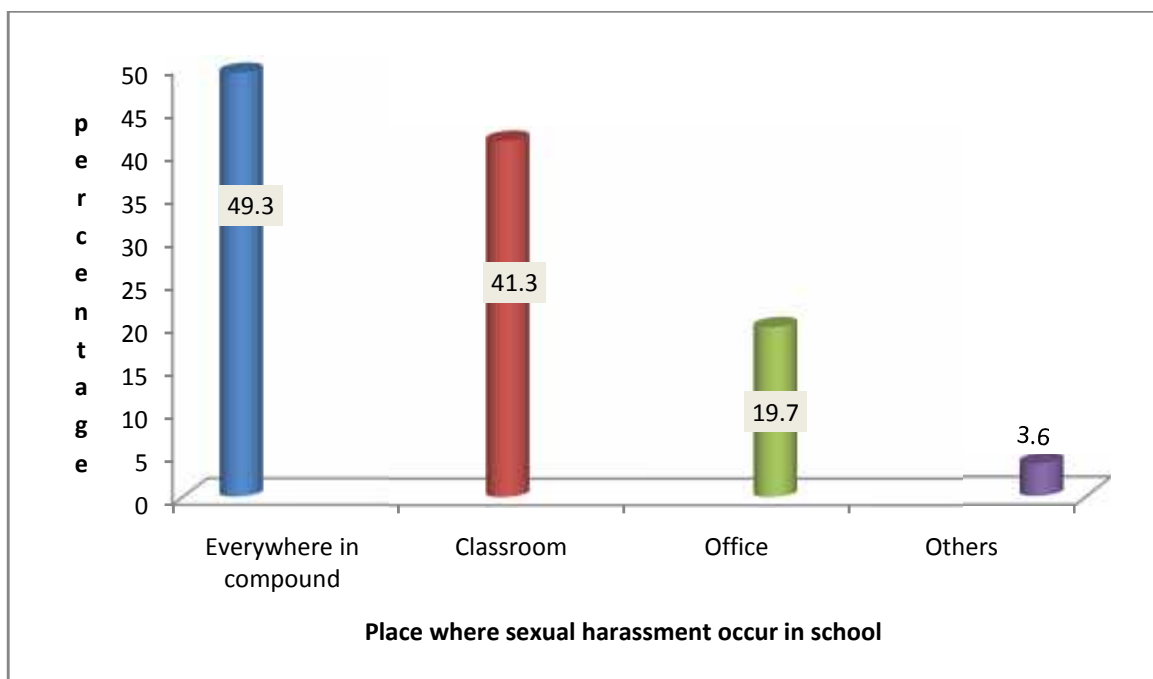


**Note-**Percentage do not add up together because multiple response was possible

**Figure 2:** Distribution of sexual harasser on female students in Ambo Secondary and Preparatory Schools, April, 2012

### **Respondents views of places where sexual harassment often occurs**

Regarding to places where female students were sexually harassed in the schools, it mostly occurred in the schools compound 68 (49.3%), followed by in classroom 57 (41.3%), and in the office 27 (19.7%).



*Note: Percent not add up together because multiple responses were possible, Other-Lounge, Toilet, and library*

**Figure 3:** Distributions of place where female students often sexual harassed in Ambo Secondary and Preparatory School, April, 2012

### **Do sexual harassment reported and appropriate actions taken?**

Among 138 (33.3%) female students experienced sexual harassment in the last twelve months, only 30 (21.7%) of them reported to the concerned bodies. More than half of those female students reported to the concerned bodies 16 (53.3%) of them admitted that appropriate actions were taken while 12 (40%) not and 2 (6.7%) not sure.

### **Experiences of unwanted sexual behavior in the school**

The most common unwanted sexual behaviors that was experienced by sexual harassed female students in the schools were repeatedly told sexual stories or jokes 70 (50.7%), attempts to comment on sexual life 65 (47%), ask for date, drink or dinner though the answer “no” 64 (46.4%), attempt to established romantic relationship despite efforts of discourage 63 (45.7%) and made offensive remarks about appearance or body 61 (44.2%) (Table 2)

**Table 2: Unwanted sexual behaviors female students experienced in Ambo Secondary and Preparatory Schools in the last twelve months, April, 2012(N=138)**

Experiences of unwanted sexual behavior	No	Percentage
Repeatedly told sexual stories or jokes that were offensive	70	50.7
Made unwanted attempts to draw into discussion/comment of sexual matter and life	65	47.0
Made offensive remarks about the appearance the body	61	44.2
Made gestures of sexual way that embarrassed	33	24.0
Continued to ask for date, drink or dinner though the answer “no”	64	46.4
Made unwanted attempt to established romantic relationship despite efforts of discouragement	63	45.7
Touch in a way that made feel uncomfortable	40	29.0
Made unwanted attempt to fondle or kiss	30	21.7
Implied faster better treatment if sexually cooperative	46	33.3
Made feel bride with sort of reward to engage in sexual behavior	40	29.0
Treated badly for refusing to have sex	38	27.5
Made feel threatened with sort of retaliation for not being sexually cooperative	36	26.0

**Note:** Percentage does not add up to 100% because multiple responses were possible.

### **6.2.1. Prevalence of twelve months sexual harassment by socio demographic characteristics**

The twelve months sexual harassment experience was varied by socio-demographic characteristics. The prevalence of sexual harassment by age was highest among female students in the age groups above 19 years (38.1%). Unmarried female students were more likely to experience sexual harassment compared to those that were married 34.9% vs. 17.9% respectively (Table 3).

**Table 3: Prevalence of 12 experience of Sexual Harassment by socio demographic characteristics of Ambo Secondary School and Ambo Preparatory school female students grade 9-12 Ambo Town, April, 2012.(N=414)**

Socio Demographic Variables	Sexual Harassment in the last 12 months		
	Frequency (%)		N
	Yes	No	
<b>Age</b>			
<15	22(36.1)	39(63.9)	61
15-19	100(32.2)	211(67.8)	311
>19	16(38.1)	26(61.9)	42
<b>Residence</b>			
Urban	101(30.7)	228(69.3)	329
Rural	37(43.5)	48(56.5)	85
<b>Religion</b>			
Muslim	6(46.2)	7(53.8%)	13
Protestant	60(31.1)	133(68.9%)	193
Orthodox	72(34.6)	136(65.4%)	208
<b>Ethnicity</b>			
Oromo	131(33.5)	260(66.5)	391
Amhara	5(31.2)	11(68.8)	16
Tigre	2(28.6)	5(71.4)	7
<b>Educational status</b>			
9 <sup>th</sup>	68(37)	116(63)	184
10 <sup>th</sup>	30(31.6)	65(68.4)	95
11 <sup>th</sup>	20(27)	54(73)	74
12 <sup>th</sup>	20(32.8)	41(67.2)	61
<b>First semester AV grade point</b>			
<59%	37(32.2)	78(67.8)	115
60-79%	82(34.6)	155(65.4)	237
80-100%	19(30.6)	43(69.4)	62
<b>Having regular boy friend in school at present</b>			
Yes	33 (47.1)	37(52.9)	70
No	105(30.5)	239(69.5)	344
<b>Peer R/n ship problem in the last 12 months</b>			
Yes	43(55.8)	34(44.2)	77
No	95(28.2)	242(71.8)	337
<b>Current living arrangement</b>			
Both parents	57(27.3)	152(72.7)	209
Relative	32(38.1)	52(61.9)	84
Alone	33(55.9)	26(44.1)	59
Mother or Father only	12(30.8)	27(69.2)	39
Husband/Partner	4(17.4)	19(82.6)	23



### **6.2.2. Prevalence of sexual harassment by parent's socio-economic characteristics**

This study showed the prevalence of sexual harassment of female students from family monthly income above 1600 birr was the lowest 36.7% and the highest in female students from those family whose monthly income below 700 birr 29.3%. Experience of sexual harassment was more likely to female students whose parents were not living together 44.7.3% compared to female students whose families lived together 28.5%.

### **6.2.3. Prevalence of Sexual harassment by substance use of female students**

The prevalence of twelve months sexual harassment was high in female students who had ever chewed khat compared with those ever had consumed alcohol 58.1% vs. 44.3% (Table 4).

**Table 4: Twelve Months Experience of Sexual Harassment by substance use Ambo Secondary and Preparatory Schools female students in Ambo Town, April, 2012**

Variables	Sexual harassment		
	Frequency (%)		N
<b>Alcohol consumption</b>	Yes	No	
Yes	35(44.3)	44(55.7)	79
No	103(30.7)	232(69.3)	335
<b>Frequency of alcohol use</b>			
Frequently	13(46.4)	15(53.6)	28
Infrequently	22(43.1)	29(56.9)	51
<b>Khat Chewing</b>			
Yes	25(58.1)	18(41.9)	43
No	113(30.5)	258(69.5)	371
<b>Frequency of khat chewing</b>			
Frequently*	15(55.6)	12(44.4)	27
Infrequently**	10(62.5)	6(37.5)	16
<b>Cigarette smoking</b>			
Yes	4(50)	4(50)	8
No	134(33)	272(67)	406
<b>Frequency of Cigarette smoking</b>			
Frequently	3(60)	2(40)	5
Infrequently	1(33.3)	2(66.7)	3

**Note:** \* Frequently- every day, once or twice per week. \*\*Infrequently- occasionally, 1-3times per month

### 4.3. Factors associated with sexual harassment

In the bivariate logistic regression analysis, sexual harassment was associated significantly with residence, marital status, having boyfriend in the schools, peer relationship problem in school, having parents living together, current living arrangement, khat chewing, and frequency of khat chewing, ever alcohol consumption and frequency of alcohol consumption. However, in multivariate logistic regression analysis, sexual harassment was associated significantly and independently with residence, marital status, having peer relationship problem in school, parents living together and ever khat chewing only.

Thus, female students those living in urban areas were 58% times more likely to experience twelve month sexual harassment in the schools compared to those living in rural area (AOR=0.577, 95%CI: 0.343,0.971). In this study we made on whether female students who were unmarried had a difference in experience of sexual harassment from those married in school; unmarried female students were nearly three times more likely to experience twelve months sexual harassment in school compared with married female students [AOR=2.855, 95%CI: (1.175, 6.94)].

Having peer relationship problem in the schools also showed statistically significant association with sexual harassed; Female students who had problem in peer relationship were almost 2.8 times more likely to be sexual harassed in the schools than those who had good peer relationship in school [AOR=2.839, 95%CI: (1.662, 4.834)]. Similarly, those female students who had not both parents living together currently were 66% more likely to be sexual harassed in the schools compared to their counterparts who had both parents living together [ AOR= 1.66, 95%CI: (1.041, 2.654)].

There was also statistically significant association between ever substance use of participants and sexual harassment in the schools. Female students who had ever chewed khat had 2.7 more likely to be sexual harassed in the schools compared with those who had never chewed khat [AOR=2.729, 95%CI: (1.347, 5.53)], (Table 4).

**Table 5:Multivariate logistic regression analysis for potential factors associated with twelve months sexual harassment among female students grade 9-12 in Ambo Secondary and Preparatory School in Ambo Town, April, 2012(n=414).**

<b>Variables</b>	<b>sexual harassment</b>		<b>Crude OR</b>	<b>Adjusted OR</b>
	<b>Yes(n)</b>	<b>No(n)</b>	<b>(95% CI)</b>	<b>(95% CI)</b>
<b>Residence</b>				
Urban	101	228	<b>0.575(0.353, 0.937)*</b>	<b>0.577(0.343,0.971)*</b>
Rural	37	48	1	1
<b>Marital status</b>				
Unmarried	131	244	<b>2.454(1.054, 5.713)*</b>	<b>2.855(1.175, 6.94)*</b>
Married	7	32	1	
<b>Having boy friend in school</b>				
Yes	33	37	<b>2.03(1.204, 3.423)**</b>	0.642(0.356, 1.156)
No	105	239	1	1
<b>Peer relationship problem</b>			8436	
Yes	43	34	<b>3.222(1.937, 5.357)***</b>	<b>2.839(1.668, 4.834)***</b>
No	95	242	1	1
<b>Parents living together</b>				
Yes	88	205	1	1
No	50	71	<b>2.027(1.309,3.138)**</b>	<b>1.662(1.041, 2.654)*</b>
<b>Currently living with</b>				
Alone	33	26	1	1
Both parents	57	152	<b>0.295(0.16, 0.56)***</b>	0.53(0.267, 1.052)
Husband/partner	4	19	<b>0.166(0.05, 0.548)**</b>	0.37(0.073, 1.883)
Mother/Father only	12	27	<b>0.35(0.149, 0.821)*</b>	0.498(0.199, 1.249)
Relative	32	52	<b>0.485(0.248, 0.954)*</b>	0.718(0.342, 1.508)
<b>Khat chewing</b>				
Yes	25	18	<b>3.171(1.664, 6.044)***</b>	<b>2.729(1.347, 5.53)**</b>
No	113	258	1	1
<b>Ever alcohol consumption</b>				
Yes	35	44	<b>1.792(1.086, 2.957)*</b>	1.294(0.639, 2.619)
No	103	232	1	1

\*Significant at p<0.05, \*\* Significant at p<0.01, \*\*\* Significant at p<0.001

#### **4.4. Results of Focus Group Discussion**

Two Focus group discussions one in each schools with ten members of participants were conducted to supplement the quantitative findings of the study and to get students view towards sexual harassment and associated factors. The theme of the FGD was to explore the presence of sexual harassment on female students, perceived risk factors for sexual harassment, where and when sexual harassment occurs, common attackers, school administrative response to unwanted sexual behavior, perceived consequences and possible prevention measures of sexual harassment.

##### **Presence of sexual harassment, common attackers where and when sexual harassment occurs, and perceived risk factors.**

Both groups agreed that there were sexual harassment of female students in their school. They explained that sexual harassment–words and actions- happened in the schools often, occurred under the school administrative noses, and were very upsetting to them. Some examples of sexual harassment they reported as they faced and happened to their girl friends in the schools were:

- Spread sexual rumors about their personal sex life
- Pulled off their clothing in sexual way
- Unwanted pressure for sexual favors
- Threatening to harm with stab or sharp materials and to reduce marks
- Sexual comments about a person's appearance, clothing or anatomy such as Kemis, chike and suki be dereta
- Unwanted deliberate touching, cornering or pinching
- Unwanted telephone call or materials of a sexual nature
- Whistling at someone

The common attackers or harassers in the schools reported during FGD were male school students, male school teachers (especially. young teachers), other school employees, and female students. One of grade 12th discussant told us about history of her grade ninth female student” *that one of her teachers proposed her to have love affair. She did not accept the request and gave a negative response. As a result he terrified her that she will not pass to grade ten and he did it, she failed. He did this for the next two years and she was scared and forced to abandon her education and went to Beirut*”.

Discussants explained that sexual harassment was common inside the schools environment. Students claimed that they were sexually harassed anywhere in the school compound, followed by classroom, office, library and lounge. Regarding time when it occurs most of them reported that it occurred before first period, at the last period and last minute of each period (by teachers).

During the discussion members of the two groups were asked to mention some of the reasons contributing for sexual harassment in their schools and they reported as follows: to ensure gender superiority for male students, assuming harassing female as sign of modernization, many were trying to be funny themselves, being assertive (confident) female students, being academically outstanding female students, being too sexual and too masculine, being cosmetic female, unhealthy girls dressing style, having more developed buttock, revenge for refusing the so called question of love, and being limitless relationship with male.

### **Response of school administrative to unwanted sexual behaviors**

The school administrators could not take right actions following the report of unwanted sexual behavior from female students by male student and other school employees. They totally ignore if the perpetrators were teachers. Even if the harasser were students, there was no motive to stop the problem because they believed that females could provoke males towards sexual harassment. There was no particular responsible body that the harassed female students could report to, and there was no counselling and guidance office in the schools. The female students agreed on official inaction to school administrators and reprisal attacks for not reporting the incidents.

### **Consequence of sexual harassment to female students in the schools**

Female students responded that the serious consequence of sexual harassment in the schools were poor academic performance that leads to dismissal from school. Most of the group members gave examples that there were many female students who were dismissed after being sexually harassed many times in the schools. Both groups agreed that sexual harassment in the schools resulted into school phobia, early marriage after discontinuing from school, attempt suicide, hate the subject teacher as well as the subject, low attention in class, and to other social and economical problems.

### **Prevention of contributing factors for sexual harassment**

The discussants did not agree, regarding how contributing factors could be prevented. One group said that it is impossible to prevent it because it is considered as part of life a female should practice to make opposite sex relationship. Most of the factors raised as reason for being harassed were opposing female rights that they did not accept. The second group admitted that it is possible to prevent risk factors of sexual harassment through empowering female students, minimizing things that prone them to be harassed, having female students gender affairs office in the schools and teaching female students to develop behavior to say no.

## 5. Discussion

This study attempted to investigate the prevalence of sexual harassment and its associated factors among grade 9-12 female students in Ambo Secondary and Preparatory Schools in Ambo Town. Sexual harassment among grade 9-12 female students in the study area was found to be very common phenomenon. The prevalence of sexual harassment among female students was 35.5% throughout their schools life and 33.3% in the last twelve months at the schools. The prevalence of twelve months sexual harassment in the schools was higher than the findings of study conducted in Canada where the prevalence rate was 23% (17)]. However, it is lower than the studies conducted in 2005 in Sweden [13] and in 2007 in the United State [7] where the prevalence were 49% and 85%, respectively.

A study conducted in Kenya on school girls revealed that prevalence of sexual harassment in school is to be 60% which is inconsistent with the corresponding values of this findings (18)]. In this study, the twelve months sexual harassment prevalence was not in line with the studies conducted in 2008 in Addis Ababa school, in 2003 in Dabat, and in Jimma Zone high school female students where the prevalence revealed that 74%, 44% and 73.4%, respectively [(19–21)]. One of the main possible reasons causing the different number of sexual harassment cases could be similar unwelcome sexual advance considered differently in different setting and in different researches. Another reason may be due to different socio-cultural context between the study targets and different in study target and study setting.

In this study, the common types of sexual harassment in the schools were verbal sexual harassment in 66 (47.8%) and physical sexual harassment in 49 (35.5%) which were comparable with 49.8% and 31.1% from the study conducted in Jimma zone on high school female students (21)]. Seventy (50.7%) of this study subjects reported that they repeatedly told sexual stories, comment or jokes in school as compared to 66% in Canada high school(18). Prevalence of touching female students in a way that made them uncomfortable like pinching, grabby in sexual way was 29% in our study which is lower than result of study in Canada (49 %) [(17)]. Unwanted attempt to fondle or kiss in school had been found in 30 (21.7%) students and it was higher than findings from Dabat 7.9 %(21)]and lower than study finding



from Addis Ababa high school 38.2 % (20)0]. The difference in findings might be the difference in study setting and difference in socio-cultural context.

In this study, out of the 33.3% female students who experienced twelve months sexual harassment only 21.7% report to the concerned body which is lower than AAUW report on sexual harassment at school and higher than most professional estimate which is 2-6% (44). The possible explanation may be victims' fear of the harasser, shyness, fear of embarrassment that authorities may not believe them and belief that silence is power.

The main harassers among female students in school in this study were identified as male classmate students 58% followed by male teachers in 33.3% and female students in 11.6% of students. The possible explanation for this might be male classmate students pass much time with female students and loose school regulation as affirmed during FGD. This findings are comparable with the study in 2010-11 in AAUW,s survey in school (55%), lower than study in Ondo state in Western Nigeria (79%) and higher than the findings from study in Jimma Zone (31.2%) regarding male classmate harassers (21,26,37)]. Male teachers sexual harassers in this study were higher than studies from western Nigeria and Sweden where the results were 27% and 28%, respectively [23,26]. This indicated that male teacher harasser in this study setting were higher, more serious and affect the educational opportunities of female students.

The most unsafe venues in the schools according to this study were school compound in 68 (49.3%) followed by classroom in 57 (41.3%) and office in 27 (19.7%) of students which were in line with other study [8]. From this we can conclude that the female students were suffering from both hostile school environment and quid proquo (this for that) sexual harassment and it also affirmed during focus group discussion.

This study had assessed some factors which are stated as contributing factors for female students to be sexually harassed at school in literatures. The twelve months sexual harassment at school was significantly associated with unmarried female students compared with married female students [ AOR: 2.855, 95%CI:(1.175,

6.94)]. This might be linked with that unmarried female students are considered as free of husband regulation and social norm. The other explanation might be they are on time for choosing good male they want. In this study, having a parents not living together was found to be the crucial factors in predicting the occurrence of sexual harassed among female students [AOR: 1.662, 95%CI: (1.041, 2.654)]. The possible explanation was those who have a stable families and parents monitored well where as those who do not have monitor less likely and they find themselves in situation where unwanted sexual activity might occur and also find themselves with peer to have different behavior.

The finding of this study showed that there is a protective significant association between sexual harassment and living in urban [AOR: 0.577, 95%: (0.343, 0.971)]. This might be due to the ability to develop life skill in urban areas and ability to adopt with new environment immediately than female students from rural areas. Having peer relation problem at school place female students nearly three times more likely to sexual harassed than its counterpart [AOR: 2.839, 95%CI: (1.668, 4.834)]. This might be because of peers know many secret about her/his peer and use this secret as mean of revenge by disclosing it to school society as rumour. This also affirmed during the two focus group discussions

Substance use as a whole increased the risk of sexual harassment, and particularly ever chewed khat showed significant association with sexual harassment [AOR: 2.729, 95%CI: (1.347, 5.53)]. The possible explanation could be chewing khat make female students more at risk to protect themselves and places them in setting where chance of sexual harassment high.

## **6. Strength and limitation of the study**

### **Strengths**

- The study use both quantitative and qualitative study methods

### **Limitations**

- The study excludes out of school female students
- The study exclude private schools
- By virtue, this study is expected to be prone to limitation of cross- sectional study (temporal relationship)
- Since sexual harassment is the sensitive issue and the prevalence may be under reported.

## **7. Conclusion and Recommendation**

### **Conclusion**

This study showed that prevalence of sexual harassment at school among female students is high. More than one third of them reported that they experienced sexual harassment throughout their school life and in the last twelve months. This indicates female students in Ambo Secondary and Preparatory Schools are exposed to a variety of inappropriate and unacceptable behaviors of sexual nature that may infringe their right to a supportive, respectful and safe learning environment or their dignity.

Those female students who had not have parents living together, had ever chewed khat, who are not married and have peer relationship problem in school showed positive association with sexual harassment at school. But being from urban areas was negatively associated with sexual harassment in the schools.

### **Recommendations**

This study confirmed that sexual harassment among grade 9-12 female students is very common which deserves the following interventions by the concerned bodies

- ❖ Educational Office of the town, need to enforce the existing school rules and regulations to be enacted to create safe and supportive school environment as far as female education opportunities is concerned.
- ❖ The schools need to prepare particular office where the victim female students report and be ready to deal with complaints. They should take appropriate measures immediately on the harassers and provide ongoing awareness on the risk factors and preventive measures.
- ❖ Female students, need to empower themselves through participating in female students club at the schools and cooperate with any activities that deal with female affairs.
- ❖ Researchers need to conduct in-depth qualitative research to assess factors, consequence and possible prevention mechanisms for sexual harassment because it has been a neglected area of research although it is great public problem.

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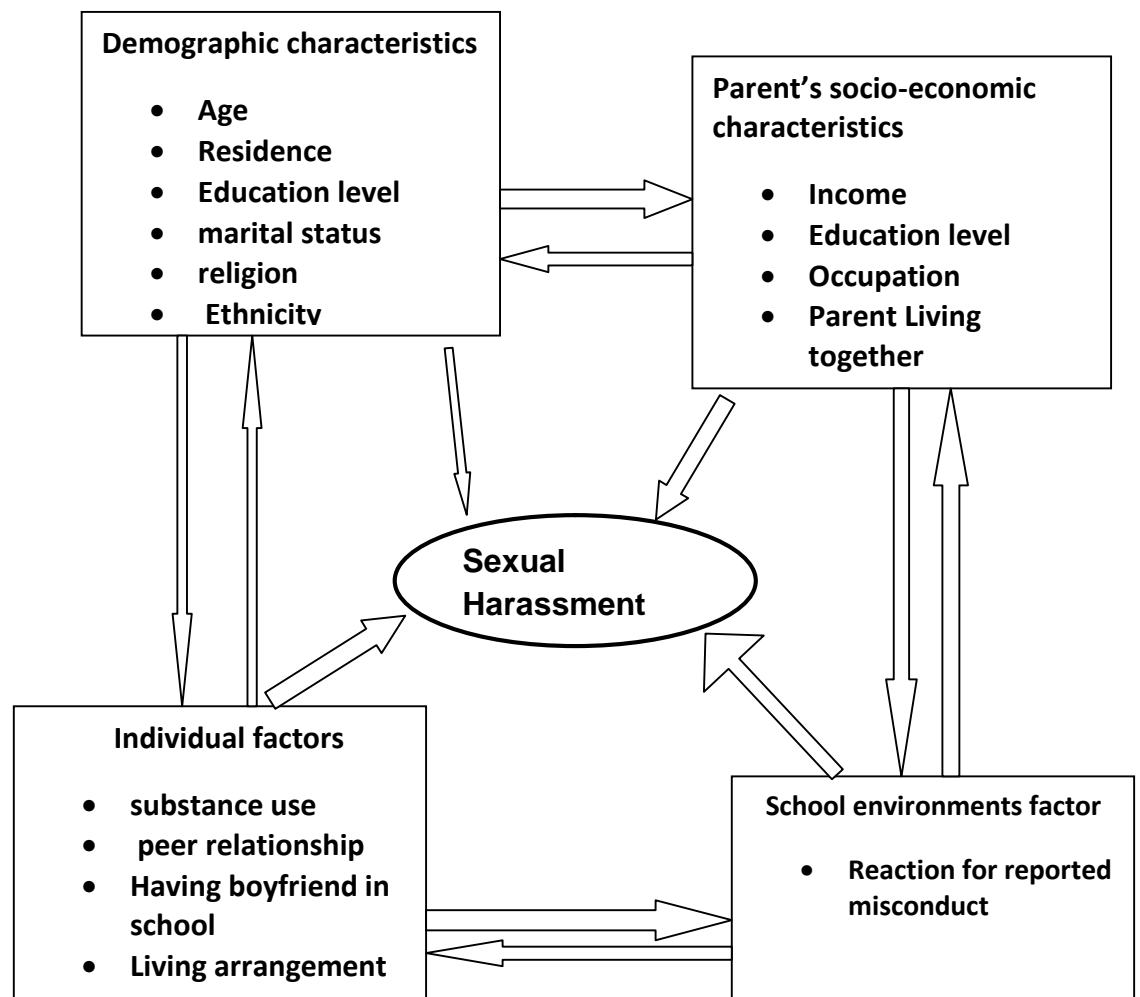
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## 9. Annexes

### Annex 1: Conceptual frame work for the study of sexual harassment among female students



## **Annex 2: Consent form**

**INTRODUCTION:** My name is \_\_\_\_\_. I am working with a research entitled, Assessment of prevalence of sexual harassment and associated factors among female students in school. I have received permission from Institute of Public Health at University of Gondar, Ambo town Education Office and from School Director to conduct this study.

The objective of this study is to assess the prevalence of sexual harassment and associated factors in school female students. You were randomly selected for the study because you are in the study group with the hope that you will cooperate with me. Therefore, I am requesting you to fill this questionnaire by yourself. There are no rights or wrong answers.

There are no known risks associated with this research. You do not need to write your name that means your response will be anonymous and kept strictly confidential. This means your responses will not be linked to your name or identity. Only the principal investigator and the research assistants collecting the data will have access to the data. You are kindly requested to answer every question and you may stop filling the form at any time you want to. However, your honest answers to these questions will help us better understand prevalence and associated factors of sexual harassment in school female students. We would greatly appreciate your help in responding to these questions. The survey will take about thirty minutes to fill this questionnaire. Would you be willing to participate? [Put "X" mark]

Yes\_\_\_\_\_

No\_\_\_\_\_

Having been well explained and informed of the intentions and benefits of the study, I voluntarily consent to participate in the study.

Respondent Sign

Date

\_\_\_\_\_

\_\_\_\_\_

### Annex 3. Questionnaire English version

Code \_\_\_\_\_

#### Part I: Questionnaire related to socio- demographic characteristics

S. No.	Questions	Alternatives Choices
101	Residence of the respondent	1.Urban 2.Rural
102	How old are you?	_____years
103	What is your religion?	1. Orthodox 2. Protestant 3. Muslim 4. Others specify -----
104	What is your ethnicity?	1. Oromo 2. Tigre 3. Amhara 4. Others specify_____
105	What is your educational status?	1.grade nine 2.grade ten 3.Grade 11 4.Grade12
106	What was your 1 <sup>st</sup> semester average grade?	1. 80-100% 2. 60-79% 3. <59%
107	Your marital status?	1. Married 2. Single 3. Divorced 4. Widowed
108	Have you ever chewed Chat?	1. Yes 2. No → if no go to Q110
109	How often do you chew chat?	1. Frequently 2. Infrequently
110	Have you ever consumed alcohol? (like tela, ketskala, beer, tej)	1. Yes 2. No → if 'no' go to Q112
111	How often do you consume alcohol?	1. Frequently 2. Infrequently
112	Have you ever smoked tobacco?	1. Yes 2. No →if 'no' go to Q114

113	How often do you smoke?	1. Frequently 2. Infrequently
114	With whom are you currently live?	1. With my both parents 2. With Mother/ Father only 3. Alone 4. With relative 5. With my Husband/partner 6. Other-----
115	Do you have regular boyfriend in school presently?	1. Yes 2. No
116	Have you experienced peer relationship problem in the last 12 months in your school?	1. Yes 2. No

## Part II: Parent's socio- economic characteristics

S. No	Questions	Alternative choices
201	Do your parents live together?	1. Yes 2. No
202	Your Father's educational status	1. Can't read and write 2. Read and write 3. Elementary(1-8 grade) 4. Secondary (9-10 grade) 5. Preparatory 6. Diploma 7. Degree or above
203	Your mother's educational status	1. Can't read and write 2. Read and write 3. Primary (1-8 grade) 4. Secondary (9-10 grade) 5. Preparatory 6. Diploma 7. Degree Or above
204	Your father's occupational status	1. Government employed 2. Self employed 3. Merchant 4. Unemployed 5. Farmer 6. Other_____
205	Your mother's occupational status	1. Government employed 2. Self employed 3. Merchant 4. Unemployed

		5. House wife 6. Other_____
206	How much your family/husband monthly income?	_____(in birr)

### Part III: Experience to sexual harassment

S. No	Questions	Alternatives choices
301	Have you ever experienced sexual harassment in your school from some body?	1. Yes 2. No
302	Have you experienced sexual harassment in the past 12 months in your school?	1. Yes 2. No →if 'no' stop filling
<b>Questions 303- 310 are only for those experienced unwanted sexual behaviors/sexual harassment in school.</b>		
303	Did a student or school employee made sexual remarks or jokes you did not want in the last 12 months?	1. Yes 2. No
304	Did a student or school employee touched or caressed you against your will in sexual way in the last 12 months?	1. Yes 2. No
305	Are you fear being sexually harassed or hurt by somebody in school in the last 12 months?	1. Some times 2. Most of the time 3. Never
306	<b>Indicate the offensive unwanted behaviors you come across in school in the past last 12months</b>	
A	Repeatedly told sexual stories or jokes that were offensive to you	1. Yes 2. No
B	Made unwanted attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)?	1. Yes 2. No
C	Made offensive remarks about your appearance, body, or sexual activities?	1. Yes 2. No
D	Made gestures or used body language of a sexual nature that embarrassed or offended you?	1. Yes 2. No
307	<b>Indicate the unwanted sexual attention Behaviors you come across in school in the past last 12months</b>	
A	Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it	1. Yes 2. No
B	Continued to ask you for dates, drinks, dinner, etc., even though you said "No".	1. Yes 2. No
C	Touched you in a way that made you feel	1. Yes

	uncomfortable.	2. No
D	Made unwanted attempts to stroke, fondle, or kiss you.	1. Yes 2. No
308	<b>Indicate the sexual coercion behaviors you come across in school in the past last 12 months.</b>	
A	Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior.	1. Yes 2. No
B	Made you feel threatened with some sort of retaliation for not being sexually cooperative (for example, exam score).	1. Yes 2. NO
C	Treated you badly for refusing to have sex.	1. Yes 2. No
D	Implied faster better treatment if you were sexually cooperative.	1. Yes 2. No
309	Who is the perpetrator for the behavior from Q306-Q308 you said 'Yes' in school even for one? ( multiple answer possible)	1. Male students 2. male teachers 3. school employee male 4. female students 5. female teacher/other female employee 6. other _____
310	Where were did you mostly face the sexual harassment in school? (multiple answer possible)	1. In classroom 2. In office 3. Everywhere in compound 4. Other _____

#### Part IV: Question related to school

S. No	Questions	Alternatives choice
501	Does your school have rules and regulations that protect you from unwanted sexual behavior?	1. Yes 2. No 3. Not sure
502	Did you report to the concerned body/ies person(s) after you had been harassed?	1. Yes 2. No → if 'No' stop filling next Q
503	Did your school administer took appropriate measures when you reported that you had been harassed by someone?	1. Yes 2. No 3. Not sure

**Thanks You!!**

## **Guidelines for Focus Group Discussion on sexual harassment and associated factors**

**Name of moderator** \_\_\_\_\_

**Date** \_\_\_\_\_

**Time started** \_\_\_\_\_ **Time ended** \_\_\_\_\_

**Total number of participants** \_\_\_\_\_

### **I. Introduction**

- Greeting
- Introduce the moderator and note taker with the participant
- Explain the purpose of study
- Tell them how confidential is the study and participation is completely on voluntary basis
- Ask them their informed verbal consent and tell that we use tape recorder
- Tell them to relax and talk freely and create friendly relation with participants

### **II. Discussion guide**

1. What are the common problems that females encounter? (Probe them esp. on sexual harassment)
2. Can you give some examples of sexual harassment which you have come across?
3. Who are the perpetrators that you have seen or heard in school?
4. When and where does sexual harassment occur?
5. What are the risk factors associated with sexual harassment to female students in school?
6. Do you think that these factors are preventable? How? Probe! Probe!
7. What happened to the students after the harassment?
8. What is the response of school administration towards the unwanted sexual behavior in school?
9. Do you know any rules governing this act? What?
10. Is there anything to add? Probe!

### **III. Closing and summarizing**

- Ask any question, comment or suggestion
- Thank the participant for their golden time

## **Afan Oromo Version of Consent Form**

### **Unka waliigaltee**

Gaaffilee miidhaa 'koorniyaa' barattoota dubaraa mana barumsaa keessatti irra ga'uu fi sababa kan ta'aan baruuf qophaa'an.

### **Seensa**

Ani \_\_\_\_\_ qorannoo mata-drree miidhaa koorniyaa mana barumsaa keessatti barattootaa dubaraa irra ga'uu fi sababa kan ta'an kan jedhu qorachuuffan jedha. kanaafis namusa qorrannoo dhaabbata Muummee Fayyaa Hawwaasaa Yuunvarsitii Gondar, Waajjira Barnoota Magaalaa Amboo fi oogganaa mana barumsaa irra hayyama fudheera.

Kaayyoo qo'anna kanaa giddugaleessa godhachuudhaan ati barattoota dubaraa kutaa keessaa carraadhaan filatamtee jirta. Akka itti hirmaatus abdiin qaba.

Kanaafuu gaaffilee guca kana irra jiran ofii keetiin akka irratti naa guuttu sin gaafadha. Qo'annoo kana irratti guca kenname kana guttun keetiin miidhaan sirra ga'u hin jiru. Maqaan kee guca kana irratti hin guutamu. Deebii ati guuttu kunis guutumaan guutuutti iccitiin isaa kan eegame ta'a. Deebiin ati kennitu maqaa ykn eenyuummaa kee wajjin wal hin qabatu jechuudha.

Guca ati guuttu kana ilaalu kan danda'an abba qorannoo kana gageessuu fi gargaartota isaa qofa dha. Atis kana hubattee gaaffilee jiran hunda akka naa guutuu kabajaan si gaafadha. Garuu yoo kan hin barbaanne ta'e guutuu dhiisuu ni dandeessa.

Guca kana guutuun hanga daqiiqaa soddoma qofa sitti fudhachuu danda'a.

Hirmaachuuf fedhii qabdaa? Eyyee \_\_\_\_\_ Lakki \_\_\_\_\_

Eyyee yoo jette odeeffannoo armaan olii hubachuun hirmaannaan kun fedhii kee ta'uu isaaf mallattoo kee qofa bakka duwwaa kana irratti nuuf kaa'i.

Mallattoo \_\_\_\_\_ Guyyaa \_\_\_\_\_



## Questionnaire (Afan Oromo Version)

### Boqonnaa 1: Gaaffilee haala dhuunfaa fi Hawaasumma

Lakk.	Gaffilee	Deebi
101	Iddoo jireenyaa kee eessa?	1. Magaala 2. Baadii'aa
102	Umuriin kee meqaa?	_____ (waggaadhaan)
103	Amantii kee maali?	1. Ortodoosii 2. Pirootestantii 3. Islaama 4. Kan bira yoo ta'e (ibsi)-----
104	Sabummaan kee maali?	1. Oromoo 2. Tigiree 3. Amaara 4. Kan bira yoo ta'e (ibsi )-----
105	Sadarkaan barumsaa kee maali?	1. 9 <sup>ffaa</sup> 2. 10 <sup>ffaa</sup> 3. 11 <sup>ffaa</sup> 4. 12 <sup>ffaa</sup>
106	Qabxi barnoota kee kan simisteera 1 <sup>ffaa</sup> giddugaleessaan (average) meeqa?	1. 80-100% 2. 60-79% 3. <59%
107	Haala fudhaa fi Heerumatii	1. Heerumee 2. Hin heerumnee 3. Kan hiiktee 4. Kan irra du'ee
108	Jimaa qamaatee ni beektaa?	1. Eeyyeen 2. Lakkii → garaa gafii 110 ce'i
109	Yeroo meeqatti qamaata?	1. Yeroo hundaa 2. Darbee darbee
110	Dhugaatii akka Farsoo, Araqee, Dadhii, fi biiraa dhugdee beektaa?	1. Eeyyeen

		2. Lakkii-→garaa gafii 112 ce'i
111	Yeroo meeqaatii dhugda?	1. Yeroo hundaa 2. Darbee darbee
112	Tamboo xuuxxee beektaa?	1. Eeyyeen 2. Lakkii → garaa gafii 114 ce'i
113	Yeroo meeqatti xuuxxa?	1. Yeroo hundaa 2. Darbee darbee
114	Yeroo ammaa kana eenyu faana jiraatta?	1. Haadha fi abbaa koo wajjin 2. Haadhaa ykn abbaa koo qofa 3. kophaa koo 4. Firaa koo wajjin 5. Abbaa mana koo wajjin 6. Kan bira yoo ta'e(ibsa)_____
115	Hirya dhiraa dhaabbataa ta'e yeroo amma kana mana barumsaa kee keessa ni qabdaa?	1. Eeyyeen 2. Lakkii
116	Ji'oota 12'n darbaan keessa hiryoota kee kan mana barumsaa faana wal-dhabdee beektaa?	1. Eeyyeen 2. Lakkii

## Boqonnaa 2: Gaaffilee haala hawaasaa fi qabteenya maatii ilaallatu

Lakk.	Gaaffilee	Deebi
201	Haati fi abbaan kee waliin jiraatuu?	1. Eeyyeen 2. Lakkii
202	Sadarkan barnoota abbaa keetii hagami?	1. Barreessuu fi dubbisuu hin dandaa'u 2. Barreessuu fi dubbisu ni danda'a 3. Sadarka 1ffaa( kutaa1-8)

		4. Sadarka 2ffaa( kutaa9-10) 5. Barnoota piirparatoorii 6. Diiploomaa 7. Diigrii fi Isa Oli
203	Sadarkaan barnoota harmee keetii hagami?	1. Barreessuu fi dubbisuu hin dandaa'u 2. Barreessuu fi dubbisu ni danda'a 3. Sadarka 1ffaa( kutaa1-8) 4. Sadarka 2ffaa( kutaa9-10) 5. Barnoota piirparatoorii 6. Diiploomaa 7. Diigrii fi Isa Oli
204	Hojiin abbaa keetii maalin?	1. Dalaga motumma 2. Dalaga dhunfa 3. Daladala 4. Hojii hin qabu 5. Qotee bulaa/ttuu 6. kan bira(ibsi)-----
205	Hojiin harmee kee hojaattuu maalin?	1. hoojatuu mootummaa 2. hojii dhuunfaa 3. Daldaltuu 4. Hojii hin qabduu 5. Haadha manaa 6. Kan bira yoo ta'e (ibsa)_____
206	Galiin maati/ abbaa manaa kee batiin meeqa?	_____(qarshii Ithiophiyan)

### Boqonnaa 3: Gaaffilee Miidhaa Korniyaa ilaallatuu

Lakk.	Gaaffilee	Deebi
301	Hanga yoonaatti Midhaan 'korniyaa'(sexual harassment) mana barnootaa keessatii qaama kamiin iyyuu si mudatee beekaa?	1. Eeyyeen 2. Lakki
302	Ji'oota 12'n darban keessaa midhaan korniyaa/ ammal hin baraachiffinee saala faana walqaabatu mana barumsaa keessati si mudatee beekaa?	1. Eeyyeen 2. Lakki→gaaffilee hanfaanti hin ce'in
303	Ji'oota 12'n darban keessaa baratootaa ykn hojjatoota mana barumsaa irraa qoosaan saalqunnamtii wal qabatee kan ati hin feene sitti himamee beekaa?	1. Eeyyeen 2. Lakkii
304	Ji'oota 12'n darban keessaa baratootaa ykn hojjatoota mana barnootaatiin qaqqabaan(sukkumman) feedhi saala qunnamtii nama kakaasu kan ati hin feene si mudatee beekaa?	1. Eeyyeen 2. Lakkii
305	Ji'oota 12'n darban keessaa mana barnootataa keessattii miidhaan' Koorniyaa' qaama kamiin iyyuu narra ga'a jettee sodaattee beektaa?	1. Yeroo tokko tokko 2. Yeroo baay'ee 3. Gonkumaa sodaadhee hin beeku
306	Amaloonni gadheen hin barbaadamne mana barumsaa keessatti ji'oota 12'n darban keessa si mudatan yoo jiratee kan armaan gadii keessaa agarsisii.	
A	Qoosaan ykn oduun gadheen feedhii foon(sexual) wajiin walqabatuu irra	1. Eeyyeen

	deddeebi;amee sitti himamee?	2. Lakkii
B	Dhiimaa dhuunfaa feedhii foonee (sex life) kee irratti si maarsiisuuf ykn yaada itti keenuuf yaaliin taasfamee?	1. Eeyyeen 2. Lakkii
C	Bifaa ykn miidhagina dhaabatta kee illalchisee xiyyeeffannoon gadhee ta'eegodhamee?	1. Eeyyeen 2. Lakkii
D	Mallattoo qaamaa adda addaa faayadamun haala feedhi fooni ta'een si qaanfachiisee ykn si leeyaasise beeka?	1. Eeyyeen 2. Lakkii
307	Ji'oota 12'n darban keessa mana barnootaa keessatti amaloonni saala(sexual attention) hin barbaachifne ta'ee kan si irratti xiyyeeffatan yoo jiratee kan armaan gadii keessaa agarsiisi.	
A	Gaaffii jaalalaa siif dhiihateef deebiin kee hin barbaaduu ta'ee osoo jiruu si faana walitti dhufeenya jaalalaa ykn saalqunnamtii gochuuf carraaqqiin godhame jiraa?	1. Eeyyeen 2. Lakkii
B	Deebii kee hin barbaaduu ta'ee osoo jiruu sibeellamuu, affeerraa nyaataa fi dhugaatiif gaafiin itti fufee beeka?	1. Eeyyeen 2. Lakkii
C	Haala si jeequun morma kee, gudeeda kee, harka kee fa'aa sukkuummamee?	1. Eeyyeen 2. Lakkii
D	Feedhii keetiin ala si dhungachuuf(kissing) carraaqqiin godhameeraa?	1. Eeyyeen 2. Lakkii
308	Ji'oota 12'n darban keessa mana barnootaa keessatti amaloonni amaloonni saala (sexual coercion) adeemsa dirqisiisuutiin sirratti raawwatamme yoo jiratee agarsiisi.	

A	Fehii saala wajjiniin akka raawwattuf kennaan ykn kunuunsaan addaa akka si goodhamuu si goyoomsuuf yaalamee?	1. Eeyyeen 2. Lakkii
B	Fedhii saalaatiif walii galuu diduu keef haaloo qabachuun akka qabxiin qormaata gadii busuu, Meeshaalee adda addaan akka sodaattu godhaamee?	1. Eeyyeen 2. Lakkii
C	Fedhii saalqunnamtii waliin raawwachuu diduu keetiif haala garii hin tanneen simmaatamtee/keessumoomtee?	1. Eeyyeen 2. Lakkii
D	Fedhii saalqunnamittif yoo waliigaltaa ta'e haala gaariin ykn kununsa addaa akka siif goodhaamu sitti himmamee?	1. Eeyyeen 2. Lakkii
309	Ammaloota gaffii 306-308 jala jiran yoo tokkoo isaf eeyyeen jettee ta'e eenyutu raawwatee? <i>(Deebii tokkoon oli qabaachuu ni danda'a)</i>	1. Baratoota dhiiraa 2. Barsiisoota dhiiraa 3. Hojjatoota dhiiraa bira 4. Baratoota dubaraa 5. Barsiisota dubaraa 6. Kan bira yoo ta'e)ibsa)_____
310	Yeroo baay'ee mana barumsaa keesatii miidhaan Koorniyaa eessatti si mudata turee?	1. Kutaa barnoota 2. Biiraa keessa 3. Mooraa mana barnoota keessati iddo hundatu 4. Kan bira yoo ta'e( ibsa)_____

**Boqonnaa 4: Gaafilee mana barnootaa ilaallatu**

Lakk.	Gafillee	Deebi
501	Manni barumsaa kee amaloota badaa korniyaa irra si eeguu danda'u seera fi qajeelfama bulmaataa ni qabaa?	1. Eeyyeen 2. Lakki 3. Sirritti hin beekuu
502	Miidhaa koorniyaa si mudateef qaama ilaallatuuf gabaastee(himtee) beektaa?	1. Eeyyeen 2. Lakki → gafii itti annuti hin cee'iin
503	Gabaasa miidhaa koorniyaa gootee irratti oogansi mana barumsaa kee tarkaanfiin fudhatamee jiraa?	1. Eeyyeen 2. Lakki 3. Sirritti hin beekuu

**Gaalatoom!**

## **Annex 4. Information Sheet and Consent Form**

### **Title of the Research Project**

Assessment of prevalence of sexual harassment and associated factor among in school female from grade nine to twelve in Ambo town, West shoa zone, Oromia regional state, Ethiopia.

**Name of Principal Investigator:** Eshetu Ejeta (BSc)

**Name of Advisors:-** Amsalu Feleke (MPH, Associated Professor)

Azeb Atenafu (MPH)

**Name of the Organization:** Institute of Public Health, Gondar College of Medicine and Health Sciences, University of Gondar

**Name of the Sponsor:** University of Gondar

### **Introduction**

This information sheet and consent form is prepared with the aim of explaining the research project that you are asked to join by the group of research investigators.

The research group includes one main principal investigator, three trained data collectors, two Supervisors and two advisors from University of Gondar.

### **Purpose of the Research Project**

The aim of this study is to assess prevalence of sexual harassment and associated factor in school female students from grade nine to twelve in Ambo town. The results of this study will be used as a baseline data, especially in the study area, to prevent sexual harassment at school and to ensure a non-discriminatory, safe environment in which students can learn by understanding the associated factors and prevalence of sexual harassment in school.

### **Procedure**

To assess prevalence of sexual harassment and associated factors in school female students from grade nine to twelve in Ambo town, we invite you to take part in this project. If you are willing to participate in this project, you need to understand and sign the agreement form. Then after, the questionnaire will be given to you and you will fill it.



**Risk and /or Discomfort**

By participating in this research project you may feel that it has some discomfort especially on wasting your time (a minimum of 30 minutes). We hope you will participate in the study for the sake of the benefit of the research result. There is no risk in participating in this research project.

**Benefits**

If you are participating in this research project, there may not be direct benefit to you but your participation is likely to help us in assessing the prevalence and associated factors of sexual harassment in school female students from grade nine to twelve. Ultimately, this will help us to work on intervention strategies.

**Incentives/Payments for Participating**

There will not monetary benefits or any provided incentives to you for participating in this research project.

**Confidentiality**

The information collected for this research project will kept confidential and information about you that will be collected by this study stored in a file and kept locked with, without your name, but a code number assigned to it. And it will not be accessed to anyone except the principal investigator and assistants.

**Right to Refusal or Withdraw**

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw at any time without losing any of your right.

**Person to contact**

This research project will be reviewed and approved by the Ethical clearance Committee of the University of Gondar Research and publication Office. If you have any questions or concerns about this study or if any problem arises please contact:- Mr. Eshetu Ejeta (BSc): +251910147242.

E mail: [eejeta@yahoo.com](mailto:eejeta@yahoo.com)

## **Afan Oromo version of Information Sheet and Informed Consent**

### **Guca odeeffannoo fi waliigaltee**

**Mata-duree:-** Naannoo Oromiyaa, Gidina Lixa shawaa Mgaalaa Amboo keessatti miidhaa koorniyaa barattoota dubaraa kutaa 9<sup>ffaa</sup> hanga 12<sup>ffaa</sup> baratan irra ga'uu fi sabaaba kan ta'an qo'achuuf dha.

**Qo'annoo kana gaggeessan:-** Obbo Isheetuu Ijjetaa

**Gorsittoonni Qo'annichaa-** Obbo Amsaaluu Fellaqee(MPH, Associate Professor)

-Addee-Azeb Axinnaafuu(MPH)

**Dhaabbata** – Muummee Fayyaa Hawaasaa, Koolleejjii Meedikaalaa fi Saayinsii Fayyaa Gondar, Yuunversiitii Gondar

**Baasii Qo'annoo kan deggaru-** Yuunversiitii Gondar

### **Seensa**

Guci odeeffannoo fi walii galtee kun kan qophaa'ee kaayyoo qo'annoo kanaa ibsuun akka hirmaattaan garee qo'annoo kanaa isin gaafachuuf. Miseensoni garee qo'annoo kanaas abba qonnichaa dabalatee namoota odeeffannoo funaanan sadii, hordoftoota figorsitoota Yuunversiitii Gondar lam ofii keessaa qaba.

### **Kaayyoo qo'annichaa**

Kaayyoon qo'annichaa inni ijoon miidhaa koorniyaa barattoota dubaraa kutaa 9<sup>ffaa</sup> hanga 12<sup>ffaa</sup> jiran mana barumsaa keessatti irra ga'uu fi sababa kan ta'an qo'achuudha. Bu'aan qorannoo kanaa raga bu'uura(kessaa'uu bakka qorraannoo kanaaf) miidhaa koorniyaa barattoota dubaraa mana barumsaa keessatii irra ga'uu ittisuu fi mooraan mana barumsaa barattoota dubaraf iddoo miidhaa malee itti barataan ta'uu mirkaneessuuf ni gargaara.

### **Haala Addeemsa Qorannichaa**

Qo'annoo kun odeeffannoo funaanachuf adda dureen kan fayyadammu gaaffilee baratootan fi marii garee ta'a. Eeyamin koree namussa Yuunversiitii Gondar fi wajjiraa barnoota magalaa Amboo irra ni fudhataama. Saan booda itti gafataamaa

mana barumsa waalqunammun haali ni mijjeefama. Dumaratii baratoota qo'annoo irratti gageefamu irra waalgalteen afaanii godhamee odeeffannoon ni gurammaa.

**Miidhaa-qo'annoo** kana irratti hirmaachuun yeroo keessaan hanga daqiiqaa soddomaa kan hin caalle isin jalaa fudhachuu danda'a malee miidhaa addaa isin irraan ga'u hin qabu. Bu'aa inni hawaasaf kennu ilaaltaanii yeroo keessan haarsaa nuuf gootu jennee abdanna.

**Bu'aa-** qorannoo kana keessatti hirmaachuun bu'a kallattiin isin argattan jiraachuu baatullee hirmaachuun keessaan miidhaa koorniyaa barattoota dubaraa mana barumass keessatti irra ga'u fi sababa kan ta'an baruuf nu gargaara kun immoo kallatti furmaataa xiinxaluu ni gargaara.

**Kaffaltii hirmaannaa-** kanfaltiin mallaqaan ykn faayidaan addaa waan qo'annoo kana irratti hirmaatteef siif kennamu hin jiru.

**Iccitii-** maqaan kee gaffii irratti hin barreeffamu. Deebiin ati kennitu hundi haala amansiissaadhaan qabam. Ega odeeffannoon sassaabamee boodaa waraqaan gaaffii ati irratti guutte sanduqa keessatti naqamee cufamee taa'a. maqaan kee waan irra hin jirreef lakkoofsa addaa keennameen eegamee qoratticha fi gargaartotaaan qofa illaalama.

**Qorannicha irratti hirmaachuun ilaalchisee-** qorannoo kanarratti hirmaachuun ilaalchisee guutummaan guutuutti eeyyama kee irratti hundaa'a yeroo barbaade addaan kute bahuuf mirga ni qabda kanaafis miidhaan sirra ga'u gonkumaa hin jiru.

### **Namoota argachuu dandeessan-**

Projeekitiin qo'annoo kana koree namussa Yuunversiitii Gondarin gulaalmee mirkaannee jira. waa'ee qo'annaa kanaa ilaalchisee odeeffannoo dabalaata yoo barbadaan koree hasoofisisuun ni danda'ama. Qo'annoo ilaalchisee gaaffii yoo qabaattan namoota armaan gadii hasofsiisuu dandeessu.

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**Declaration**

I, the undersigned, senior MPH student declare that this thesis is my original work in partial fulfilment of the requirement for the degree of masters of public health.

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**Date of submission:** \_\_\_\_\_

This thesis work has been submitted for examination with our approval as university advisors.

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